

MARSHALL ELEMENTARY

1441 Marshall Avenue
Orangeburg, South Carolina 29118

GRADES K-5 Elementary School

ENROLLMENT 712 Students

PRINCIPAL Reggie N. Revis 803-534-7865

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	64	20	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

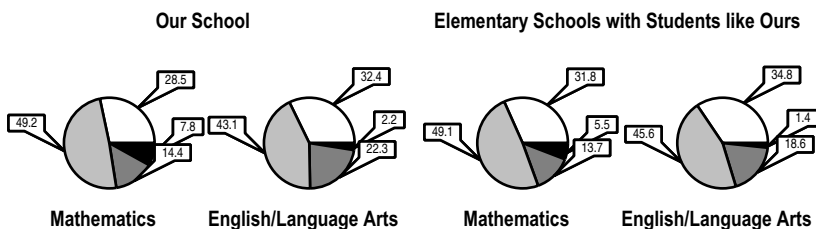
FOR MORE INFORMATION, VISIT WEBSITES AT:




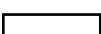
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	55	141	58
Percent satisfied with learning environment	96.2%	75.0%	91.2%
Percent satisfied with social and physical environment	98.2%	73.2%	80.7%
Percent satisfied with home-school relations	88.0%	79.6%	91.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	359	97.8	32.4	43.1	22.3	2.2	24.5	17.6
Gender								
Male	173	97.7	38.1	41.3	20.0	0.6	20.6	17.6
Female	186	97.8	27.2	44.4	24.7	3.7	28.4	17.6
Racial/Ethnic Group								
White	31	96.8	18.5	29.6	48.1	3.7	51.9	17.6
African-American	312	97.8	35.3	43.2	19.8	1.8	21.6	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	324	97.8	29.7	45.2	22.8	2.4	25.2	17.6
Disabled	35	97.1	60.7	21.4	17.9	N/A	17.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	359	97.8	32.7	42.5	22.5	2.2	24.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	359	97.8	32.5	42.9	22.4	2.2	24.6	17.6
Socio-Economic Status								
Subsidized meals	272	97.4	32.9	44.2	21.2	1.7	22.9	17.6
Full-pay meals	87	98.9	29.2	29.2	37.5	4.2	41.7	17.6

Mathematics								
All students	359	98.1	28.5	49.2	14.4	7.8	22.3	15.5
Gender								
Male	173	97.7	25.6	53.8	11.5	9.0	20.5	15.5
Female	186	98.4	30.9	45.1	17.3	6.8	24.1	15.5
Racial/Ethnic Group								
White	31	96.8	3.7	37.0	33.3	25.9	59.3	15.5
African-American	312	98.1	31.5	51.3	11.5	5.7	17.2	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	324	98.1	25.8	50.5	15.5	8.2	23.7	15.5
Disabled	35	97.1	57.1	35.7	3.6	3.6	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	359	98.1	28.2	49.7	14.6	7.6	22.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	359	98.1	28.3	49.4	14.5	7.9	22.3	15.5
Socio-Economic Status								
Subsidized meals	272	97.8	28.3	50.9	12.6	8.2	20.8	15.5
Full-pay meals	87	98.9	29.2	33.3	33.3	4.2	37.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	112	N/A	32.1	38.5	26.6	2.8	29.4
	Grade 4	138	N/A	23.4	51.6	23.4	1.6	25.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	97.3	24.2	39.4	31.3	5.1	36.4
	Grade 4	116	97.4	29.4	41.2	28.4	1.0	29.4
	Grade 5	130	98.5	41.9	47.9	9.4	0.9	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	112	N/A	37.6	45.9	8.3	8.3	16.5
	Grade 4	138	N/A	33.6	45.3	15.6	5.5	21.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	97.3	16.0	56.0	16.0	12.0	28.0
	Grade 4	116	98.3	21.6	50.0	18.6	9.8	28.4
	Grade 5	130	98.5	45.3	42.7	9.4	2.6	12.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 712)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.5%	2.4%
Attendance rate	97.0%	Down from 97.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.6%	Up from 8.0%	6.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.4%	Up from 2.4%	9.0%	8.0%
Older than usual for grade	2.2%	Down from 2.5%	2.3%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	63.5%	Up from 55.6%	46.2%	50.0%
Continuing contract teachers	76.9%	Up from 71.1%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	Down from 81.6%	84.1%	86.2%
Teacher attendance rate	94.3%	Down from 95.6%	94.4%	95.3%
Average teacher salary	\$39,998	Up 0.6%	\$39,235	\$39,909
Prof. development days/teacher	8.5 days	Up from 7.6 days	12.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	17.4 to 1	Down from 17.5 to 1	17.4 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 91.7%	88.5%	89.7%
Dollars spent per pupil*	\$5,923	Up 11.8%	\$6,109	\$5,892
Percent spent on teacher salaries*	70.2%	Down from 70.4%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Marshall Elementary School serves the community by providing a firm foundation for four-year-old pre-kindergarten through fifth grades. We have 750 proud, strong, willing and able children whose families expect and appreciate our helping hands in raising their children. We believe that the trust we have with our community must be constantly earned and reinforced by our actions and words. Our mission is to ensure that all children begin to develop the social, emotional, and academic skills necessary to become contributing citizens of the global population. We attempt to meet the demands of our mission statement every day by providing a safe, clean, and orderly environment in which quality, standards-based teaching and learning occur.

Our children's well being is taken very seriously. Visitors are required to register at the front desk when visiting the school. Only qualified adults are permitted to visit or pick up our children. Our in-house telephone system allows teachers to alert the front office if needed. All adults at Marshall Elementary School are expected to model the Bee Attitudes of being responsible, being respectful, being cooperative, and being prepared.

Our children's academic achievement is taken very seriously. All instruction and assessment is based solidly on the South Carolina Curriculum Standards. From the first day of four-year-old pre-kindergarten, we expect at least a year's growth in literacy and numeracy. When necessary, interventions are provided at early ages to ensure the later success of our Marshall Elementary School children. We review and celebrate all types of student progress from Duke Talent Identification Programs to quarterly Awards Days to schoolwide Arts Awards. District and state-mandated student academic progress is monitored closely with assessments in kindergarten, Terra Nova in first and second grades, and PACT in third through fifth grades. We believe that a quality arts program is vital for the healthy development of human beings. We are an Arts in Basic Curriculum (ABC) site in conjunction with the State Department of Education and the University of South Carolina. We participate in yearly research efforts by the ABC group to pilot assessments and improve arts education for all Marshall Elementary School children. Our Honors Chorus, Advanced Art, Honors Dance, and Honors Drama classes perform and beautify the atmosphere of the Marshall Elementary School community.

Our teachers are simply amazing, and every adult on the Marshall Elementary School roll is considered a teacher. We are currently involved in meaningful, systematic professional development through the Standards in Practice model. Every week, we take time as small or large groups to examine student work as it reflects standards-based instruction. Come see us!

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.